

# CAREER DEVELOPMENT ACTIVITY #5



## Title: Occupations Brainstorm


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<b>Standard 8001.02:</b>	The student will explore applied technology education and related occupations.
<b>Standard 8001.03:</b>	The student will utilize occupational information in the career planning process.
<b>Objective .0302:</b>	Locate and use occupational information.


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**Time:** 45-50 minutes (Two consecutive days are required for CDA's 5 and 6. Use your discretion for dividing the activities across those two days.)

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**Materials:** % Video of School-to-Careers/KUTV Cosby spots\*  
% Television and VCR  
% Student Record Books   
Glossary RB 20-21  
% Overhead of Job, Career, and Occupation definitions (CD 5.5)  
% Overhead projector  
% Poster size sheets of paper (1 per team)  
% Markers (at least 1 per team)


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**Rationale:** This activity is designed to see how many occupations students can list at this point in their career development. Using the student-generated lists, the teacher will start a running list of occupational titles that should be displayed in the classroom and added to throughout the TLC course, as suggested in *The Real Game* . As class members take ownership for this list and assist in its growth, it will become a rich source of information for them. This lesson should be taught the day before Career Development Activity #6, Connecting Personality to Career Clusters.

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**What?** In what activity will the student participate?

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- (1) **[5 minutes]** Ask the students how long people have been asking them what they want to do when they grow up. Briefly discuss the fact that from the time children are small they are asked what they want to be when they grow up. Explain that a few years ago Bill Cosby came to Utah to do some commercial messages for the School-to-Careers movement. To introduce today's activity, show the video containing these award-winning commercial spots produced by KUTV-Channel 2.
- (2) **[3 minutes]** Using the glossary, RB 20 - 21, of the **Student Record Book** , review the differences in the definitions of job, occupation, and career (these were discussed in the career development activity #2, What

I Know About the World of Work). Use the overhead CD 5.5 when discussing these terms. Use examples as needed to ensure that students understand the differences between these concepts.

**job** – a distinct position with specific duties and responsibilities in a particular place. (For example: portrait photographer at the department store in Pleasantville.)

**occupation** – a cluster of jobs with common characteristics requiring similar skills. (For example: photographer.)

**career** – the totality of work, paid and unpaid, one does in his or her lifetime.

- (3) **[10 minutes]** Divide the class into teams of 4 to 5 members each. Give each team a poster-size piece of paper and a marker. Ask team members to brainstorm and write down as many occupations as possible in 3 to 5 minutes. Each team must choose one person to be a scribe, another to keep track of how many different occupations their team has written down, and another to ensure that there are no duplicates on their list. Tell the class that the winning team will receive a great honor, which you will explain later. Make sure everyone understands the activity and then begin the contest. When the time has elapsed, call time and ask each team to report how many occupations they came up with. Congratulate the teams on their efforts.
- (4) **[15-20 minutes]** Begin to develop a class list of occupations (no duplicates) that will be used throughout the TLC course. Explain that the winning team gets the honor of having their list displayed and used as the beginning of a class list of occupations. Additional occupations will be added to this list throughout the rest of the year as new information is learned in TLC. However, because each team came up with several unique occupations, input from the other teams is needed to truly make it a class list.

A fun way to get input from the other teams is to ask someone on the team with the most occupations to read their list loudly and slowly. As each occupation is read, the other teams should cross it off their lists if they have duplicated it (none of the teams should add occupations to their lists at this point). After the winning team has read each of its occupations, give the other teams 1 to 2 minutes to look over their lists and place stars next to the 10 occupations remaining on their list that they think are the most unique.

These will be added to the class (winning team's) list in the following manner. Beginning with the second place team's unique occupations, have teams begin reading occupations from their lists. As these occupations are

read, have 2 to 3 scribes from the winning team add them to the class list. As the second place team reads their unique occupations, the other teams listen carefully to see if any of the occupations from their lists are mentioned. If they hear a duplicate, they raise their hands and yell, “duplicate”. The team that yells “duplicate” first steals the turn and takes over reading until another team has a duplicate. Continue this process until each team has added **all 10** of their unique occupations to the class list. Once a team has added all ten of its unique occupations to the class list, they should stop yelling “duplicate” and allow the other teams to complete the activity. **Note: Have fun with this portion of the activity and keep it moving at a quick pace to keep the students interested and involved in the learning process. As unusual occupations are read, take a minute to discuss what people do in these occupations.**

- (5) **[2 minutes]** Label the class list of occupations and hang it on the wall when it is completed. Ask the students if they think they have listed all of the occupations that are available. Ask them how many more they think are available. Tell students that the newest occupations list developed by the United States Department of Labor (O\*NET) includes almost 1,200 occupational titles. Ask, “How many more titles would we need to equal the O\*NET list?”

Tell the students that throughout the TLC course they will have opportunities to add occupations to the class list and further explore some that are of personal interest. Take a minute to explain how you plan to use the class list of occupations. If desired, the class list of occupations could be rewritten and made into a bulletin board or typed into a computer database and alphabetized to make it more readable and attractive. Feel free to be creative in your use of this occupation list for the remainder of the TLC course. For example, students could be asked to name occupations which use a particular skill taught in TLC and those names could be identified on the list or added to the list if they have not yet been included. Students could be asked to do brief reports on occupations and add them to the list. Work-based learning activities such as career days or field trips could provide additional occupations to add to the list.

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**So What?** What will the student learn as a result of participation in this activity?

**[5-10 minutes]** Remind the students that one of the main objectives of the TLC course is to help them learn more about themselves and the world of work so they will be prepared to make good education and career plans for the future. Ask the students how they will know which occupation to choose from such a long list? Explain that one of the biggest challenges students today face is the huge number of occupations that are available. In fact, it may seem that with so

many occupations available, it is an impossible task to know which ones might be right for you. Because so many people have struggled with this problem, professionals have worked on ways to classify occupations into different categories so they are easier to understand and explore. This is similar to the way scientists categorize information about things to make them easier to study and understand.

Ask the class to think about some scientific concepts they have studied where categories were used to make them easier to understand. Give several examples to illustrate this point (i.e., rocks, animals, chemical elements) Ask each team to decide what they think is the best way to categorize the occupations on the class list to make it easier for people to study and learn about interesting occupations (i.e., alphabetical, education needed, type of work). Discuss the advantages and disadvantages of each (i.e., alphabetical works well if you are looking for a specific occupation, but it doesn't help you understand the type of work you would be expected to accomplish in unfamiliar occupations).

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**Now What?** What can the student do with this new information with regard to career development?

**[1 minute]** Explain to the students that tomorrow one of the guidance counselors will visit the class to teach them about one of the most useful ways to categorize information about occupations: career personality types.

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\*The Cosby Spots have been provided to each of the schools in the TLC Teacher Resource Box and are in the counseling offices. For additional information, contact the Utah State Office of Education, Applied Technology Education section.

## **Job:**

A position with specific duties and responsibilities in a particular workplace.  
For example: portrait photographer at the department store in Pleasantville.

## **Occupation:**

A cluster of jobs with common characteristics requiring similar skills. For example: photographer.

## **Career:**

The totality of all work - paid and unpaid - one does in his or her lifetime.

